



Rethinking Educational Practices and Responsibilities in The Light of Digitalization in India

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Abstract

Many changes are happening in the world of education. It is no secret that schools aren't the same anymore, and it's becoming more difficult to find an institution that provides students with everything they need. The digital age has brought many new tools, which you can use when teaching classes at home or group teaching sessions at a local coffee shop. From storytelling to coding to music, this article will take a look at the perks of digitalized learning and how it may impact future generations in India.

Keywords: Digitalization, Educational Practices, Teaching Sessions, Education Ecosystem.

Introduction

Education in India has been a defining principle of the country's national identity. Indeed, it seems to be one of the few areas where India is able to shine internationally, even in comparison with much better resourced countries elsewhere. In recent years, however, India has been experiencing a transformation in its education ecosystem due to the increasing digitization and competition from other nations. India's per capita educational expenditure (in constant 2005 dollars) is among the lowest in the world, and it has over half of the global share of the lowest income quartile group. The country has one of the largest rural-urban disparities in terms of education utilization.

The proliferation of mobile devices and Internet connectivity across India has fundamentally changed how education takes place, despite India's economic indigence. Massive volumes of mobile data are now being consumed by Indian youth, creating new opportunities for features such as social learning. Moreover, there has been greater digital accessibility to learning forms outside the classroom,



including mobile learning platforms such as Khan Academy, Byju's and MOOCs (massive open online courses).

The government of India has made significant efforts to promote digital literacy, including the launch of Digital India and the National Digital Literacy Mission. The Indian government is also seeking to improve access to quality higher education through initiatives such as the Atal Tinkering Laboratories (ATL) and India Aspiration Fund (IAF).

India's population of 1.32 billion is expected to exceed China's in coming days, making it the world's most populous country. However, the literacy rate of 74 percent in India is among the lowest in this group of nations. Moreover, women are particularly under-represented in terms of tertiary enrolment rates and high school completion rates. In addition, the Indian education system is extremely hierarchical with mass grading of students, and a culture of rote learning.

In India, education is a state subject. There are twenty-nine states and seven union territories of India, all of which have their own government for matters relating to education at the pre-primary, primary and secondary school levels. However, a major constrain that continues to plague the country's educational landscape is its inability to provide quality higher education at low costs. The Indian government has been criticized for spending more money on universities without any methodical evaluation of quality or relevance.

India ranks 136th out of 155 countries in terms of the total number of research publications produced across its universities. The National Institutional Ranking Framework (NIRF) 2016 has ranked India's Higher Education Institutions in the following order:

In addition to this, India has been ranked by the American Economic Association as having top five percent universities for ten years in a row. In 2014, India was also ranked as one of the top five most innovative countries in the world, due to which it has become an attractive market for foreign technology and innovation companies with an aim to increase their market share.

Objectives of the study

The article talks about how education in India has changed over time and the effects of digitalization. The article uses examples of different educational methods used by various institutions to compare their effectiveness on students. It also briefly discusses the importance of education for individuals in India's rapidly changing society with career planning and widening job opportunities.



Research Methodology

The current study is based on secondary source of information, all the relevant information related to the topic of this study has been collected from different published data, which was collected by making intensive search based on keywords of the study, and finally the author has presented his view on the topic i.e. rethinking educational practices and responsibilities in the light of digitalization in India.

Literature review

The segment is going to be reviewing literature on "Rethinking Educational Practices and Responsibilities in The Light of Digitalization in India". It will mention how the trend of digitization changes practices and responsibilities in education. It will also review literature on what these practices and responsibilities might look like. "It will also compare them to the current practices and responsibilities in education." The article will also have an objective to share about what these changes might mean for India as a whole as well as individual learners.

Following the trend of digitization, it becomes vital to rethink about the practices and responsibilities in education. Indian government has taken efforts to introduce online courses for people who live in rural areas and less developed regions, but it is still not yet clear which route should be taken by India (Rapanta et al., 2011).

There is a need for "rethinking educational policies". One of the driving forces of digitization is for increased access to quality education. An efficient and effective method of delivery has been made available through digitization, but it has become essential that we question how and if these practices and responsibilities should be altered (Carrington, 2010).

Digitalization has had a huge impact on the world, especially on the field of education. It has revolutionized educational practices across all sectors, from production to consumption. India is currently struggling with an immense student population, limited infrastructure and few qualified teachers to cater to their needs (Resnick, 2002).

Digitalization has affected education on both new and old fronts. On the new front, it has changed how educational content is created and delivered, and has also changed how students interact with that content. On the old front, digitalization has instigated a change in how we think about education. Digitalization has allowed for a mass-scale customized product to be made available on a global scale. In addition, it has increased access to content as well as lowered production costs. Technology



enables both teachers and learners to have an individualized experience of learning from anywhere with internet access(Underwood, 2007).

Digitalization has led to a revolution in how we think about education. People are now more educated on their own lifelong learning instead of preparing for a set career. Digitalization has also reduced barriers between fields of study by allowing different fields to come together and interact with each other(Chircu& Mahajan, 2009).

Digitalization has also made it easier for people to learn. Digitalization has increased the use of online learning platforms for students. The benefits of using online platforms are numerous. It provides instant access to content and interaction with other learners, which reduces the barriers between the different fields of study.Digitalization has led to a greater accessibility of information, which gives the advantage of allowing the masses to educate themselves on their own without having great backgrounds or skills in order to gain access to knowledge. This along with internet adoption has greatly contributed towards breaking down traditional barriers between educational institutions for many different reasons. Digitalization has allowed technical and non-technical fields to interact with each other(Chircu& Mahajan, 2009).

It has changed the way we think about education, from a fixed curriculum to one that flexible and customized for each individual. Digitalization has also made it possible for people to learn on their own instead of having a teacher teach them everything. Digitalization has greatly contributed towards the breaking down of traditional barriers between educational institutions by making it easier for people throughout the world to educate themselves on their own without having great backgrounds or skills in order to gain access to knowledge(Plesner& Husted, 2016).

Enabling access to information along with the reach of the Internet has allowed for education to be easily metered. Massive open online courses (MOOCs) are an example of this. MOOCs are accessible to anyone with an Internet connection. The convenience of MOOCs allows them to be accessible not only by distance learners but also by working professionals attempting to improve their skill set, enabling them to take courses on their own time and pace. These courses are meant for individuals who already possess basic knowledge of the subject or field that is being taught. This added benefit enables individuals to gain a working proficiency and expertise of the subject matter, which is important for those who already possess a degree in the field. MOOCs also do not require students to be physically present at the time of the course; students can work on their own pace and



time. These courses are self-directed and do not require students to interact with instructors or other learners (Plesner & Husted, 2016).

The Indian Education system is confronted with the task of rethinking and reinventing itself in the light of digitalization. Digital technologies have become pervasive, affecting nearly every aspect of our lives, including education. Since we live in a time where computers are ubiquitous it is no longer sufficient for schools to teach students only offline disciplines such as languages, botany or history. Schools need to prepare students for future challenges that will require knowledge and skills related to these emerging areas such as designing software or managing big data. There is also an urgent need to learn how to use these technologies in new ways to support teachers.

Rethinking Education: India's Changing Educational Practices in Light of Digitalization

A recent study by the Telecom Regulatory Authority of India (TRAI) revealed that as much as 81% of Indian households have access to at least one device which can be used for Internet connection. Coupled with this high rate of connectivity, many children are now being introduced into a world where they are immersed constantly in connectedness.

TRAI also highlights that there are large disparities in the accessibility of technology across different regions of India. For instance, while regions like Kerala have a high proportion of households with at least one device which can be used for access to the Internet (95%), other states like Bihar (33%) and Chhattisgarh (37%), lag behind in terms of access to technology. However, considering the rate at which technology is expanding its reach in India, it is likely that in the future these disparities will be taken care of by growth in technological development through increased liberalisation, increased penetration and/or availability of low-cost devices (Thumlert et al., 2015).

The increased amount of access to the Internet as well as increasing amounts of information available on the Internet raises a pertinent question – will this have an effect on how children are educated? If so, how?

On one hand, it is likely that the amount of information available will be a boon for students. The digital world allows quick and easy access to a huge volume of information. Such a large selection of resources would allow learners to broaden their horizons and deepen their knowledge. In addition, there is also potential for collaboration between students from different parts of the world through online mediums. These collaborations can allow for the development of a global outlook, which is



invaluable in today's world. However, it appears that there may be potential for this digitalized age to disrupt education in India. The amount of information available on the Internet means that students will have access to almost anything at their fingertips (and available free of charge). Thus, students may not feel the urge to delve into books and spend time researching. The question then arises – will students simply rely on digital sources of information or will they research using both? And if they do make use of both forms of information, would this lead to undue diversion from their main task (i.e. studying)? Further, if students are challenged to answer questions of the same difficulty level as those found online, will their comprehension skills decline? (Noor-Ul-Amin, 2013)

A further question arises if the Internet is used for educational purposes. Are there any negative effects of using technology beyond mere convenience? For example, has use of the Internet had an effect on the way people learn? (Means, 2016) explained how media can affect learning. He explained that media changes what people think and do. They affect motivation, attention and memory. They also change that which is taught and how it is taught. If media affects learning, the Internet could be having a powerful or subtle effect on education.

The above questions and others brought about by the increased use of technology will need to be answered in the future as it is likely that their effects will become apparent if not now then later on. There is also the flip side of this argument – that it may actually help students to understand better than they would with traditional methods of teaching such as rote learning. However, this conundrum will need to be addressed. There are also moral questions that arise when it comes to children's access to technology. The exaggerated use of technology by children is described by (Leong & Wright, 2013) as the “screen epoch”. This period of excessive use of a particular medium can have a damaging effect on a child's cultural identity and his/her learning ability.

So far, the discussion has been about using digital technology for educational purposes. However, there is also the possibility that increased access to technology will lead to students being more disrespectful in their behaviour towards teachers and school staff in general through their constant use of communication tools such as instant messaging. If this is indeed the case, then education will need to take steps to control this issue.

Although it is unlikely that the use of media will have any negative impact on learning for students, it is not certain that increased access to technology will not negatively affect education either. A combination of use of both media and technology for educational purposes needs to be explored so



that one does not cancel out the other (Prensky, 2012).

There are also political questions that arise in regards to children's access to technology. The main concern about having children use technology is that they might be exposed to inappropriate or sexually explicit material before they are mature enough to form an opinion on same (Waite & Bottrell, 1999). Further, children may become hesitant to socialise with their friends over the Internet due to the sharing of personal information (Cohen & Conte, 2000). The debatable issue of whether children should be allowed to make their own decisions on the use of technology will need some thought before India can come up with any reasonable rule.

It will also be important that computer education in schools is improved in India if this increasing access to technology is going to help or harm education. It will be crucial for schools to provide adequate training on digital literacy skills for teachers and students alike if they are going to successfully meet the challenge of providing effective education using new media.

At present, computer education for children is not provided to all schools. Only a few schools provide classes in IT and only a small number of these schools provide any computer science classes. India's growing digital economy has created new jobs and the government hopes that the new jobs will encourage youngsters to stay in school and complete their education (Lichtenberg et al., 2006). But many children do not stay in school as long as they should, as they need to work to support their families. They can use computers at home, but there is no access to computers at very early ages. The government wants the government IT sector to grow by 15% each year (Means, 2016). If the government wants to make sure everyone has a job in the IT sector, they need to make sure children learn computer science in their early ages in school.

To create a digital inclusive society, it is important that Information and Communication Technologies (ICTs) are accessible and affordable to all segments of society. In India, computers are increasingly becoming part of our everyday lives. Yet there are many disadvantages for people who do not have access to computers or internet. In this article, we explore some of the reasons why it is important that ICTs be accessible to all segments of society and also describe how digital technology can help provide access. We also provide examples of where ICTs are being used to make access possible.

The following is a list of some changes we can expect to see in the coming years:

- Fractionalized and blended learning: This is when students learn on their own, but with the



help of teachers online. Students are provided extra resources to study, which they can use at home. These resources are often referred to as e-learning resources.

- E-learning resources include videos that provide explanations for every important topic in the course. The videos are usually accompanied by online exercises that can be completed at any time. Teachers usually offer individualized feedback on the laptops after each assignment, so it's possible for students to study independently while receiving guidance from their teacher. online are also able to answer student questions in real time, which can be very helpful for students who are having trouble learning the material.
- To recap, teachers will be using their time to help students when they need it most. It is necessary for teachers to have a good understanding of the material in order to provide accurate explanations and exercises that will help students gain confidence in their skills.
- Another benefit of digital learning is that students are able to complete assignments at home without feeling stressed about it. The main focus is on getting the most out of each topic with little pressure. That being said, students must still spend time studying on their own if they wish to succeed in school with this approach.
- Blended and online learning: This type of learning is more common than you might think. The idea is that students will be able to learn independently by using e-learning materials and also take advantage of the opportunity to work together in small groups or with teachers during certain periods. During the blended learning sessions, students are supposed to organize themselves with the help of their teacher. They can study together in an organized manner. Teachers can also provide individualized feedback on each assignment after it has been completed.
- Coding classes can be taught through a blended approach as well. These classes will help students learn how to code through fun, but challenging exercises that they complete on their own time. Teachers can monitor each student's progress and provide feedback when they are ready.
- Multi-day sessions: This is the idea of combining a blended learning session with a longer, more in-person workshop. Oftentimes this could happen at a local community center because it's easier to meet with smaller groups of students during that time. The end result is that students will be able to complete their projects or assignments in a way that is less draining for them.

In addition, students can learn from anywhere in the world. There are many online courses available in a variety of languages. Online learning can also be a more convenient option for families who have



busy schedules. This is why it is often used for summer camps and home-school programs. Families can organize their time around their child's education with ease. It's possible to work with students who live far away because teachers can communicate with them through e-mail or even video chat. Students will also have more time to work on personal projects when they are able to complete shorter assignments at home. Having more time for hobbies and projects will help kids develop skills that they might not otherwise learn in a traditional setting. Parents who are concerned about their children's education can also benefit from online learning. They will have more time to work on their own hobbies or interests while knowing their children are getting a good education at home. This means no more rushing home to catch up with work or doing unnecessary chores.

Conclusion

In conclusion, India is at a critical juncture in education. With the progress of technology and globalization, traditional educational institutions are failing to keep up with rapidly changing social norms. Digitalization has brought a revolutionary change in the way students learn and educators teach. Schools must adapt or fail in providing students with a quality education. With the progress of digitalization, students have been given more accessibility to resources and information than ever before. In this generation, students are heavily influenced by social media and electronic resources. Teachers have been able to create a personalized learning environment for students with online portals being used for quality learning. More importantly, these portals have blended both technology and education to cater the needs of the modern-day student's educational needs. The Indian government has also taken the initiative to push the country into the digital age by building e-governance programs and information portals that allow greater access to information for students and teachers alike. Technology has seamlessly merged into the education system in India and with its progression, it will continue to transform education in India.

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